DOCUMENT RESUME

ED 296 863 RC 016 692

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TITLE Students at Risk: Follow-Up Study of the Educational Effects on Students Displaced by the Closure of Intermountain Inter-Tribal School.
PUB DATE Feb 86
NOTE 40p.; For related document, see RC 016 691.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Failure; Access to Education; Alcoholism; *American Indian Education; Delinquency; Drug Addiction; *Federal Indian Relationship; *High Risk Students; Potential Dropouts; Remedial Programs; Secondary Education; Tribes
IDENTIFIERS *Bureau of Indian Affairs Schools; *Intermountain School UT

ABSTRACT

This study assessed the educational status of 284 students displaced by the closure of the Intermountain Inter-Tribal School (IIS), a majority of whose students had been referred because they were difficult to serve. Educational status was gauged by the holding power of the schools to which the students were sent, dropout and expulsion rates, and academic status relative to promotion. Nearly half of the high risk group were not in school by May 1985, one year after the closing of the IIS; figures for medium- and low-risk groups were 23.9% and 16.7% respectively. Data indicate that 59% of the displaced students failed to make academic progress sufficient to justify grade promotion or graduation. A survey of agency personnel indicates a generally negative perception of the quality of services available at schools to which IIS students were sent. The study revealed no evidence that anything was done at any of the remaining schools to upgrade facilities and services to meet the special needs of the displaced students. The data from this survey fail to justify the rationale used for closing the IIS. Students were worse off because of the closure. Appendices include information about tribal membership, instruments used in the study, and the report of a preliminary follow-up study dated October 1984. (SKW)

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ED296863

STUDENTS AT RISK

FOLLOW-UP STUDY

OF THE

EDUCATIONAL EFFECTS ON STUDENTS

DISPLACED BY THE

CLOSURE OF INTERMOUNTAIN INTER-TRIBAL

SCHOOL

FEBRUARY, 1986

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TABLE OF CONTENTS

	Page
Preface	1
Introduction	1
Purposes	1
Procedure	2
Methodology	2
Instrumentation	3
Subjects	3
Findings	3
Response Rate	4
The Educational Status of Those Displaced by the Closure of IIS Realtive to the "Holding Power" of the Schools in Which the Students Were Enrolled, and Dropout, and Expulsion Rates.	7
Perceptions of Agency Personnel About the Adequacy of Student Placement, and the Availability of Services, at the Remaining ORBS.	8
The Extent to Which the Facilities and Services of the Remaining ORBS Were Upgraded.	15
Discussion	16
Postscript	18
Appendixes	
A: Origins of Subjects	20
B: Instruments	27
C: Follow-up Report #1	

PREFACE

This is a second follow-up to a study entitled Students at Risk: Forecasting the Socio-Educational Effects on Students Displaced by the Closure of Intermountain Inter-Tribal School (Latham, 1984). The Students at Risk study was conducted out of concern for the welfare of high and moderate risk students who would be displaced by the closure of Intermountian Inter-Tribal School (IIS). The concern for student displacement was highlighted by the fact that IIS, atypical of other off reservation boarding schools (ORBS), served a unique role within the ORBS system in that its program was geared toward serving difficult to serve students. The great fear precipitated by closure was that programs would not be put in place, or strengthened, at the other ORBS, to accomodate, in particular ways, the large number of students at risk that were being served at IIS.

The first follow-up study, completed in October of 1984 (see Appendix C), revealed no remarkable effects on students resulting from the closure of IIS. Table 3 of the report depicted a continuing decline of students' rate of return to school, and though distressing in its educational implications, did not in itself portend broadly based negative consequences. Also, as noted in follow-up study #1, the implications of "distance from home" was studied. This component of the study was dropped for two reasons. First, it was beyond the resources of the study to

track students as they made mid-year transfers (estimated in this study to be 10-14% of the students), and secondly, distance from home appears to be of little to no significance so far as family contact, or efforts to make contact, is concerned.

STUDENTS AT RISK
A Follow-up Study of the Educational Effects on Students Displaced by the Closure of Intermountain Inter-tribal School

INTRODUCTION

At the conclusion of the 1983-84 school year, the decision was made by the Bureau of Indian Affairs to close Intermountain Inter-Tribal School (IIS), located in Brigham City, Utah. Opposition to this decision was raised, due in large measure to the role the school played relative to serving difficult to serve students. During its last year of operation, an analysis of its 331* freshmen, sophmores, and juniors revealed that 52.6% of the students were at high risk, and 39% were at moderate risk, (Latham, 1984). An assessment of risk was calculated for each student on the basis of his/her history relative to academic performance, substance abuse, social/emotional stability, school history, school behavior, and conformity with the law.

PURPOSES

This second follow-up study had four purposes, as follows:

1. To determine the educational status of the students displaced by the closure of IIS relative to (1) the holding power of the schools at which the students were enrolled, (2) dropout and expulsion rates, and (3) academic status relative to promotion. Average daily attendance was going to be measured, but it was virtually impossible to acquire the necessary data.

*By the end of the school year (i.e., 1983-84), 284 freshman, sophmores, and juniors were still enrolled. These students are the objects of this study.

2. To measure the perceptions of agency personnel about the adequacy of student placement, and the availability of services, at the remaining ORBS.

3. To determine the extent to which the facilities and services of the remaining ORBS were upgraded to accomodate the inflex in their populations of difficult-to-serve students.

PROCEDURE

Methodology

The methodology of the study was straight forward and easily replicable. Using response documents (see Instrumentation, below), selected staff of the educational offices of the forty-eight (48) tribal agencies represented by the students in question (see Appendix A) were sent a packet of forms to which they were asked to respond. The names of the students in question from each agency were listed on form #3: Student Status profile. There was no indication given that the students were of high, medium, or low risk.

To the extent that responses were slow being returned, or as the need for procedural questions arose, telephone contacts were made with the agencies in question by Dr. Carolyn Barcus. At no time during these telephone contacts was the at risk-status of individual students discussed. All information about individual students was provided by agency personnel, most of which was gathered during the month of April, 1985. All data had been received before the school year ended in May.

Instrumentation

Contained in Appendix B are the three instruments used to gather the data reported herein. Instrument #1 measured the respondents' perceptions of the adequacy of the new placement compared to the services provided previously by IIS.

Instrument #2 asked the respondents to provide an inventory of the services available at the remaining ORBS, services which had been available at IIS. Listed were services which were available on campus, were readily accessible, and which were in place especially to serve those difficult-to-serve students which were unique to the IIS studentbody.

Instrument #3, upon which the students in question were named, asked the respondent to indicate the status of each relative to the categories shown.

Subjects

The subjects were only those students displaced by the closure of IIS; that is, two hundred eighty-four (284) 9th, 10th, and 11th graders, who were enrolled at IIS on the last day of the 1983-1984 school year.

FINDINGS

Response Rate

It is gratifying that responses were received from all 48 agencies with information provided on 272 of the 284 students in question. A 100% respondent rate, with information on 96% of the

subjects is unusually high, and is doubly impressive given the general difficulty of conducting survey research in BIA settings (Latham, 1985).

The Educational Status of Those Displaced by the Closure of IIS Relative to the "Holding Power" of the Schools in Which the Students Were Enrolled, and Dropout and Expulsion Rates.

As noted in Follow-Up Study #1 (see Table 3, Appendix C), early into the year following the closure of IIS, 251 (88%) of the displaced students were known to have returned to school. By May, 1985, when this study was completed, that figure had been reduced to 175. Table 1 depicts the status of all 284 students by the end of the 84-85 school year.

TABLE 1

Year-end Enrollment Status of Displaced Students.

Number = 284

School	Number of Students	% of Total
In one school all year	160	56%
Dropped out	39	14%
Dropped out and re-enrolled	10	4%
Expelled	16	6%
Expelled and re-enrolled	5	2%
Transferred out of school	6	2%
Not in school all year	14	5%
Status unknown	34*	12%

*The status of twelve (12) of these was unknown at the outset.

Table 2 depicts the enrollment status of students by risk categories. The percentage totals by category are

TABLE 2

Status of Students By Risk Category

Number = 284

	High	Medium	Low
1. In one school all year	69	78	13
2. Dropped out	25	12	2
3. Dropped out but re-enrolled	5	4	1
4. Expelled	11	4	1
5. Expelled but re-enrolled	2	2	1
6. Transferred out*	4	2	
7. Not in school all year	12	2	
8. Status unknown	25	9	
TOTALS	153= 53.9%	113= 39.8%	18= 6.3%

very close to those of the 331 students reported in the original Students At Risk study (Latham, 1984, p.7), which revealed that 52.6% of the population was high risk, 39.0% were at medium risk, and 8.4% were at low risk. These data suggest that students who drop out or are expelled, will likely stay out of school, and that as the year wears on, many students seem to just fade out of sight, as it were. It is alarming, indeed, when the whereabouts of 37 students (the sum of items 7 and 8) are unaccounted for. That represents 13% of the entire group!

*Two students went to Job Corp, 1 student was admitted to Haskell Jr. College on the basis of his/her GED score, two were referred for "treatment", and the whereabouts of the other is unspecified.

Table 3 summarizes students by category of risk who were not in school by May of 1985. It is alarming to note that

TABLE 3

Students, By Category of Risk, Who Were Not in School

By May of 1985

	High	Medium	Low
Droppedout	25	12	2
Expelled	11	4	1
Not in school	12	2	
Status unknown	25	9	
TOTALS	73	27	3
% of Category	47.7%	23.9%	16.7%

nearly half of all of the high risk students failed to make it through the first year of school following the closure of IIS, and that nearly a fourth of the moderate risk students similarly failed. In all, 103 of the 284 students in question (36%) failed to make it through the first year of school following closure.

Not figured into these statistics are the 6 students who transferred out of school. It was felt that Job Corp and junior college placement were reasonable alternatives for high school enrollment. For the remaining three, the study gives them the benefit of the doubt and assumes that their status similarly represented reasonable alternatives.

Concerning academic status, it was concluded early on that it would be impossible to get specific data about GPA or subject by subject performance, so the decision was made to regard grade promotion and graduation as sufficient indicators of academic progress. Table 4 reports the data as provided by the 48 agency

personnel. In summary, the data indicate that 59% of the

TABLE 4

Academic Status

1.	Number of students known to have been promoted/graduated.	116	(41%)
2.	Number of students whose status was unknown.	112	(39%)
3.	Number of students who failed to earn promotion/graduation.	56	(20%)
	Reasons for not being promoted/ graduated:*		
	a. Excessive absenteeism	22	
	b. Excessive demerits	18	
	c. Drug/alchohol abuse	16	
	d. Social/emotional problems	11	
	e. Trouble with the law	3	
	f. Failing grades	8	
	g. Lack of ability	4	

*a-g total more than 56 since some students had multiple problems.

students displaced by the closure of IIS failed to make academic progress sufficient to justify grade promotion or graduation.

Perceptions of Agency Personnel About the Adequacy of Student Placement, and the Availability of Services, at the Remaining ORBS.

The summary of responses, as contained on pages 9 through 12 of this report, under the heading Perceptions of Adequacy of Placement Fiscal Year 1984-85 reveals a generally negative perception by agency personnel about the quality of services

available at the remaining ORBS. When asked to indicate the effects of the closure as it had been felt at the agency level (see pages 9-11), of the twenty-nine (29) responses, 22 (76%) carried a negative character, and 7 (24%) were neutral. No positive effects were rated.

Item 4 invited the respondents to add any additional comments that they felt would shed light on the effects of the closure of IIS (See pages 11-12). Of the seventeen (17) responses, 1 (6%) was positive, 12 (71%) were negative, and 4 (23%) were neutral. The table on page 14 reveals little to suggest that the wide range of services typically required for children at risk were available at any of the alternate sites. In fact, a generally dismal circumstance is portrayed. It is interesting to note that of the forty-eight agencies responding, twenty-five (52%) indicated no awareness of the services available from these schools for their children.

As shown on page 9, when asked to rate the degree to which their students were served as well without IIS, the mean response was 2.78, on a five point scale 1 being low and 5 being high. Similarly, when asked if their students were served better, the mean response was even lower: 2.28. In both instances, the tendency was in the direction of disagreement.

The Extent To Which The Facilities and Services Of The Remaining ORBS Were Upgraded.

Much of the rhetoric surrounding the closure of IIS addressed assurances that the facilities and services of the remaining ORBS would be upgraded to assure that the students displaced by the closure of IIS were adequately served. This was

PERCEPTIONS OF ADEQUACY OF PLACEMENT

FISCAL YEAR 1984-85

This is the first year that Intermountain Intertribal School (IIS) has been closed. Relative to that closure, please indicate the extent to which you agree with the following statements: SA = strongly agree, A = agree, U = no opinion, D = disagree, SD = strongly disagree, and NA = not applicable. Circle one choice for each statement.

1. The students from our agency were served as well without IIS. SA A U D SD NA $\bar{x}$ = 2.78

2. These same students were served better without IIS. SA A U D SD NA $\bar{x}$ = 2.28

3. What effects of the closure have been felt by your agency? _____

(See the Attached List of Comments)

4. Include any additional comments that you feel shed light on this study of the effects of the closure of IIS. _____

(See the Attached List of Comments)

PERCEPTIONS OF ADEQUACY OF PLACEMENT

FISCAL YEAR 1984-85

Item #3: Effects of Closure

What effects of the closure have been felt by your agency?

1. Fewer students needs being served by current boarding schools available to our area.

2. The students who attended Intermountain Indian School for 2 years or more were lost and could not relate to a new school. As for the effect on the Agency - a little less work. Personally, I miss talking to the staff at Intermountain as they were truly interested in all students.

3. Local schools do not like Indians! Too many drop-outs from Sherman and Phoenix. Intermountain Indian School had helped the students to make better grades. Counseling programs at IIS were excellent. Students at Sherman/Phoenix academic status - poor!

4. Students who would have attended IIS didn't go anywhere.

5. Students didn't like being divided into other schools - drop outs!

6. None - we had only six students from this agency, therefore it did not have major impact on us.

7. For the past 5 years, about 3 or 4 students have enrolled in IIS. Closing of IIS has eliminated this educational facility for future students from the Sac & Fox Settlement. When IIS was closed, one student from the Sac & Fox Settlement was eliminated and was unable to register in another school.

8. The boarding schools presently serving our students do not have the excellent support programs that IIS had. Our students were helped by the Intermountain Mental Health Program and the excellent academic program.

9. One tribal member lost employment.

10. I feel we are able to offer the same services. However, I feel the students need the Indian social atmosphere, which is probably stronger in the west. Students therefore apply to Flandreau. As you can see, we didn't have many students from Oneida.

11. The students attending other BIA schools are not receiving the same types of services offered by IIS which is evident by the lack of reports.

by the lack of reports.

12. The student just didn't attend school - he became a drop out.

13. Students are limited with regard to their choice of schools to attend. There are only two boarding schools accepting students, Chemowa and Wahpton Indian School. Students must travel a great distance to attend boarding school.

14. Drop in boarding school enrollment. Only 2 off-reservation boarding schools are open to us.

15. Our returning boarding school student seemed to have had her greatest problem in adjusting to public school atmosphere. With few friends, she strayed toward excessive absenteeism.

16. None.

17. Negligible.

18. None. Because of the attendance boundaries, none of the students residing in our area could attend IIS anyway.

19. Narrowed choices for future students.

20. None - There was only one student attending Intermountain before closure of the school.

21. Limited choice for students in schools available to them.

22. In the past 8 years the Michigan Agency never had more than 5 or 6 students at Intermountain in any one given year since it is so far away, (most opted to enroll at Flandreau). Most of our students that enrolled with Intermountain were Hannahville Potawatomies. That community now has their own tribal school grades K-12 and their students enroll there.

23. By closure of IIS and the establishment of "school boundaries", choice of school was/has been restricted.

24. Hard time getting students into other schools - priority given to past students. Got accepted eventually.

25. Students being placed into Sherman or Phoenix Indian High have usually had to wait as there was not enough space or their student quotas have been filled. Especially for those entering freshmen or seniors.

26. More students are wishing to go to boarding school and there is not enough space for them.

27. The lack of choices in selecting schools to attend has been

felt more by our boarding school students since the closure of IIS and the implementation of 25 CFR 39.20 (attendance areas for ORBS).

28. More time was needed in counseling service to displaced students to select, apply and travel to a new school.

29. Many of our students have requested Intermountain Intertribal School, however, we must tell them there is no such school anymore.

Item #4: Additional Comments

Include any additional comments that you feel shed light on this study of the effects of the closure of IIS.

1. It is the feeling of many of those students desiring to continue their education in a boarding school setting that those available in our area do not adequately meet their needs and that there should be more options available to them.

2. I knew there would be an enormous impact on the students that did not graduate and especially the 11th grade class that attended Intermountain for all 3 years. These are the ones that I worried about. We only had 1 student from our agency in this group and she only went to Sherman the 1st semester because she had enough credits to graduate. She did say she was going to graduation exercises on June 10.

3. I believe Intermountain should never have closed. In my opinion the wrong school was closed (why??). BIA has always done things backwards when it comes to our children's education: boarding schools that should close remain open, and schools that should remain open are the ones they close. Never will I understand BIA!!!

4. Wants students to get out of the environment at Pine Ridge - feels restricted by the rule that students must attend school within their area.

5. Should have remained open - more wanted to attend.

6. Intermountain Intertribal School was located in a small town where major infractions were very few and far apart. By comparison, we have had students return home by large numbers from schools located in larger cities.

7. The long term effect on the Sac & Fox Settlement will be minimal as other educational facilities should be able to accomodate students from the Settlement.

8. This community always supports strong, effective academic programs and we felt that Intermountain was one of the best.

The federal government closed one of the best schools serving the Native American students.

9. Students have to be much further away from home to attend boarding school.

10. The Oneida surrounding school districts have Home-school Coordinators (Johnson-O'Malley programs) therefore, helps keep the students in school or in the area. Also have an on- site GED program. Education is the tribes' number 1 priority.

11. We feel the programs offered at IIS addressed the problems related to drugs and alcohol that our students seem to get involved with. It was also apparent that the counselors who worked with our students were truly concerned. 6-6 V.N. commented that IIS always let her know what was going on with students. The other schools do not keep agencies and parents informed.

12. I feel that the people responsible for closing IIS are not really aware of what the students and/or community needs are or what is really happening at the grass roots level.

13. IIS staff were diligent in keeping our agency informed of the progress of students at the school. Lines of communication were always open between IIS and this agency.

14. Intermountain, in my opinion, was the best since they accepted Indian students on their own terms. Even if they had no academic or social problems. Now I know some students who cannot attend, for either no social prolem or too much.

15. While we feel boarding school should be last resort and we are hesitant about recommending entrance. Students who have attended boarding schools have a very tough time adjusting to new school setting.

16. It brought our students closer to home and it made it easier for parents to visit their children.

17. Great Lakes Agency is a multi-tribal agency within the Minneapolis area. Classroom space is available in all public schools on and near reservations and Indian communities. Also, students are eligible to attend Flandreau which is close by. Consequently, IIS closure did not severely impact educational opportunity for students in the jurisdiction.

INVENTORY OF SERVICES AVAILABLE BY SCHOOL

Please place a check in the appropriate boxes thus indicating the availability of those services that are listed along the top. For example, if mental health services are available on the campus of Sherman, put a check (✔) in the box indicating that that is so. Check only those services that are provided on campus by professionally trained staff in a supervised, organized setting.

Schools	SERVICES AVAILABLE ON CAMPUS					
	Mental health	Drug and alcohol rehabilitation	Vocational training (not industrial arts)	Truancy intervention	Nursery support for unwed mothers	Treatment teams
Chemawa	21%	19%	10%	15%	0	6%
Flandreau	2%	2%	2%	2%	8%	2%
Riverside	0	0	0	2%	0	2%
Sherman	21%	19%	21%	21%	27%	10%
Phoenix	10%	17%	15%	13%	0	6%
Public	4%	0	8%	6%	0	3%

If there is a need to clarify any of your responses, please do so here: _____

Expressed no awareness of such services being available (25)

"The services are not effective" (1)

"Very weak" (1)

"We receive no feedback from these schools about the progress of our children" (1).

a matter of considerable concern given the at-risk nature of the students being displaced. The study revealed no evidence whatsoever that anything was done at any of the remaining ORBS to upgrade facilities and services in any substantial way to meet the special needs of the students displaced by the closure. There was some slight indication that the nursing support for unwed mothers at Sherman was upgraded, but the degree to which that was so remains uncertain.

DISCUSSION

The data from this survey fail to support program related decisions which were used to justify the closure of IIS. In the minds of the agency personnel who oversee the placement of Indian students in off-reservation boarding schools, the overwhelming sense is that, in the main, students are worse off because of the closure of the school. Furthermore, there appears to have been no substantive effort on the part of the Bureau of Indian Affairs to up-grade the quality of the facilities and services of the remaining ORBS to accommodate the special needs of at-risk Indian students who elect to attend boarding schools off the reservation.*

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*It is a sad footnote to this study that at the time of this writing, one of the displaced high risk students enrolled at an ORBS took his life by throwing himself in front of a speeding truck.

POST SCRIPT

As is typically the case when conducting research, the findings of one study suggest questions to be answered by subsequent studies. It is the suggestion of the authors of this study that related research be undertaken to answer the question: Who Cares?

REFERENCES

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Latham, G.I. (1985). The educational status of federally recognized Indian students. Journal of American Indian Education.

APPENDIX A: ORIGINS OF SUBJECTS

ORIGINS OF STUDENTS

Tribe/Agency	Number of Students
Alberdeen	1
Anadarko	1
Apache	10
Apache (Jicarilla)	1
Apache (Mescalero)	2
Apache (San Carlos)	8
Central Calie	2
Colorado River	1
Crow	3
Flathead	2
Fort Belknap	7
Fort Berthold	6
Fort Hall	4
Fort Yuma	1
Great Lakes	6
Hopi	7
Horton	3
Laguna	3
Mendminee	12
Michigan	1
Minnesota	2
Navajo (Chinle)	3
Navajo (Fi Defiance)	4
Navajo (Shiprock)	4
Nevada (Eastern)	7
Nevada (Western)	6
Olympic Peninsula	2
Oneida	1
Paiuts (Cedar City)	2
Papago	52
Pima (Gila River)	27
Pima (Salt River)	20
Puget Sound	1
Sac and Fox	3
Seminole	5
Sioux (Cheyenne River)	3
Sioux (Lowerbrule)	3
Sioux (Pine Ridge)	1
Sioux (Rose Bud)	3
Sioux (Yankton)	1
Truxton Canyon	4
Ute	11
Ute Mountain Ute	10
Warm Springs	3
Wewoka	2
Wind River	1
Winnebago	5
Yakima	3
TOTAL NUMBER	284

APPENDIX B: INSTRUMENTS

1. Perceptions of adequacy of placement
2. Inventory of services available by school
3. Student status profile

Dear

The final follow-up study on the adjustment of the Intermountain Intertribal School students displaced by the closure of the school is beginning. You are asked to respond to the enclosed questionnaire about your child and return it as soon as possible. Please include any other information you have that would help evaluate the effects of the closure of the Intermountain Intertribal School.

Since this study directly involves Indian people, if you would be interested in a copy of the final report, mark the box requesting a final report on the return envelope when you mail your data.

Thank you for your assistance and cooperation in this important study.

Sincerely,

Glenn Latham, Ed. D.

Carolyn Barcus, Ed. D.

GL/jrf

PERCEPTIONS OF ADEQUACY OF PLACEMENT

FISCAL YEAR 1984-85

This is the first year that Intermountain Intertribal School (IIS) has been closed. Relative to that closure, please indicate the extent to which you agree with the following statements: SA = strongly agree, A = agree, U = no opinion, D = disagree, SD = strongly disagree, and NA = not applicable. Circle one choice for each statement.

1. The students from our agency were served as well without IIS. SA A U D SD NA

2. These same students were served better without IIS. SA A U D SD NA

3. What effects of the closure have been felt by your agency? _____

_____

_____

_____

_____

4. Include any additional comments that you feel shed light on this study of the effects of the closure of IIS. _____

_____

_____

_____

_____

INVENTORY OF SERVICES AVAILABLE BY SCHOOL

Please place a check in the appropriate boxes thus indicating the availability of those services that are listed along the top. For example, if mental health services are available on the campus of Sherman, put a check (✓) in the box indicating that that is so. Check only those services that are provided on campus by professionally trained staff in a supervised, organized setting.

Schools	SERVICES AVAILABLE ON CAMPUS					
	Mental health	Drug and alcohol rehabilitation	Vocational training (not industrial arts)	Truancy intervention	Nursery support for unwed mothers	Treatment teams
Chemawa						
Flandreau						
Riverside						
Sherman						
Phoenix						
Public						
Other (specify)						

If there is a need to clarify any of your responses, please do so here: _____

INSTRUCTIONS FOR COMPLETING THE STUDENT STATUS PROFILE

I. ENROLLMENT

A. Stability

1. If the student is in school now, check (✓) this space.

2. If the student is in school now, and has been in only one school all year, check (✓) both spaces.

3. If the student is not in school now, and has been in only one school during the year, check (✓) this space.

B. Transferred

1. If the student transferred, and academic problems were not the reason, check (✓) this space.

2. If the student transferred to another school because of excessive absenteeism, check (✓) this space.

C. Expelled

1. If the student was expelled from school, and stayed out of school for the rest of the year, check (✓) this space.

2. If the student was expelled, but enrolled either in another school, or in the school from which he was expelled, check (✓) this space.

D. Dropped out

1. If the student dropped out of school, and stayed out of school for the year, check (✓) here.

2. If the student dropped out of school, but reenrolled either in another school, or in the school from which he dropped out, check (✓) this space.

E. Other

1. If, to the best of your knowledge, the student never enrolled in <u>any</u> school, please check (✓) this space.

2. Please indicate, by number, how many schools the student was enrolled in during the school year.

F. Schools attended

1. Put a check (✓) in each space which corresponds to the school(s) that the student attended. If the student enrolled in the same school twice, or three, or however many times, put 2 or 3 or more checks in the appropriate space(s).

2. If the student attended a private school, or was in some other type of placement, indicate that by describing that placement in the space provided, or on the back of the questionnaire.

II. ACADEMIC STATUS

A. Promotion

1. If the student will be promoted this year to the next higher grade, or will be graduating, place a check (✓) in this space.

2. If promotion is questionable, put a check (✓) in this space.

3. If the student is not expected to pass/graduate, put a check (✓) this space.

B. Reasons for not being promoted

1-7. Check as many of these that apply that help to explain why the student did not pass/graduate.

If you feel that additional explanation is needed, please write on the back of the questionnaire, or attach extra paper.

STUDENT STATUS PROFILE

Students	I. ENROLLMENT STATUS																II. ACADEMIC STATUS													
	A. Stability		B. Transferred		C. Expelled		D. Dropped Out		E Other		F Schools Attended						A Promotion			B Reasons for not being promoted									
	1 In school now	2-3 In only one school all year	1 Without academic problems	2 Due to excessive absent.	1 Stayed out of school	2 Re-enrolled in school	1 Stayed out of school	2 Re-enrolled in school	1 Not in school all year	2 Number of schools attended	Chem.	Fland.	1 River.	Sherm.	Phenix	2 Other (spec.)	1 Yes	2 ?	3 No	1 Absenteeism	2 Too Many demerits	3 Drug/ Alcohol Abuse	4 Social/ emot. problems	5 Trouble with the law	6 Poor grades	7 Lack of ability				

APPENDIX C

Follow-up Report #1

STUDENTS AT RISK: FOLLOW-UP

STUDY # 1

BY

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OCTOBER, 1984

STUDENTS AT RISK: FOLLOW-UP STUDY #1

INTRODUCTION

During the final year of operation of the Intermountain Intertribal School (IIS) in Brigham City, Utah, a study[1] was done to determine the probable risk to the future academic success of the students who would be displaced because of the school's closure. The six (6) at-risk factors which the study indentified as being most critical were:

Academic Delay

Substance Abuse

Social-Emotional Problems

School History

School Behavior

Arrests

In summary, the study concluded that 52.6% of the student body was at high risk, 39.0% was at moderate risk, and 8.4% were at low risk.

PURPOSE

This study, as was intended at the outset of the at-risk study, was to determine the extent to which those students

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[1] Students At Risk: Forecasting the Socio-educational Effects on Students Displaced by the Closure of Intermountain Inter-Tribal School, Glenn I. Latham, Utah State University Logan, Utah, April 20, 1984.

were being served by other schools either on or off the reservation. Of initial concern to this study, since it was conducted early in the 1984-85 school year, was: 1) the degree to which students were enrolled in, and attending, school, and 2) to what extent students were attending school closer to, or further from, home than would have been the case had they continued their education at IIS.[2]

Later in this school year (projected for May, 1985), a more comprehensive follow-up study will be conducted which will focus on qualitative matters related to services received as well as such quantitative matters as average daily attendance, dropout rates, and expulsion.

PROCEDURE

The subjects for this study were the 284 students displaced by the 1984 closure of IIS. To assess their status in terms of enrollment and distance from home, telephone calls were made to educational personnel[3] of the 48 tribal agencies serving the students in question (see Attachment 1). In some instances, telephone contact was made with individual students and/or their families. In six (6) instances, contacts were also made by mail. Through these combined efforts, the status of 273 students was determined.

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[2]A point favoring closure was said to be that students would be educated closer to home; a circumstance that would be in the students' interest.

[3]Those who provided the data were the educational coordinators /specialists who were responsible for the placement of these students.

FINDINGS

Table 1 details the educational placement status of the 284 students in question as of October 19, 1984.

TABLE 1

The Educational Placement Status of the 284 Students Displaced by the Closure of IIS

STATUS	NUMBERS	% OF TOTAL
Enrolled in other ORBS[1]	201	70.77
Enrolled in public schools	50	17.60
Not in school	19	6.69
Whereabouts unknown	11	3.87
Placed in other settings[2]	3	1.06
Dropped out and re-enrolled elsewhere[3]	14	NA

Concerning distance from home, the data displayed in Table 2 fail to provide information of any practical value. Whether a student is a few hundred or several hundred miles from home appears to make little difference so far as family contact, or the efforts of family contact, is concerned.

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[1] off reservation boarding schools

[2] one student each was in Job Corp, a mental hospital, and a "treatment center"

[3] students had left the school of original enrollment for a variety of reasons: drinking, fighting, and "unsanitary living conditions" were the reasons most frequently given.

There was no evidence generated by the study to suggest that in either case - further from or closer to home - there was any positive or negative effect whatsoever on the students well-being. To construe these data to suggest otherwise would be completely innappropriate.

TABLE 2

DISTANCE FROM HOME OF STUDENTS

DISPLACED BY THE CLOSURE OF IIS

STATUS	NUMBER*	% OF TOTAL
Closer to home	155	61.6
Further from home	93	37.2
No change	3	1.2

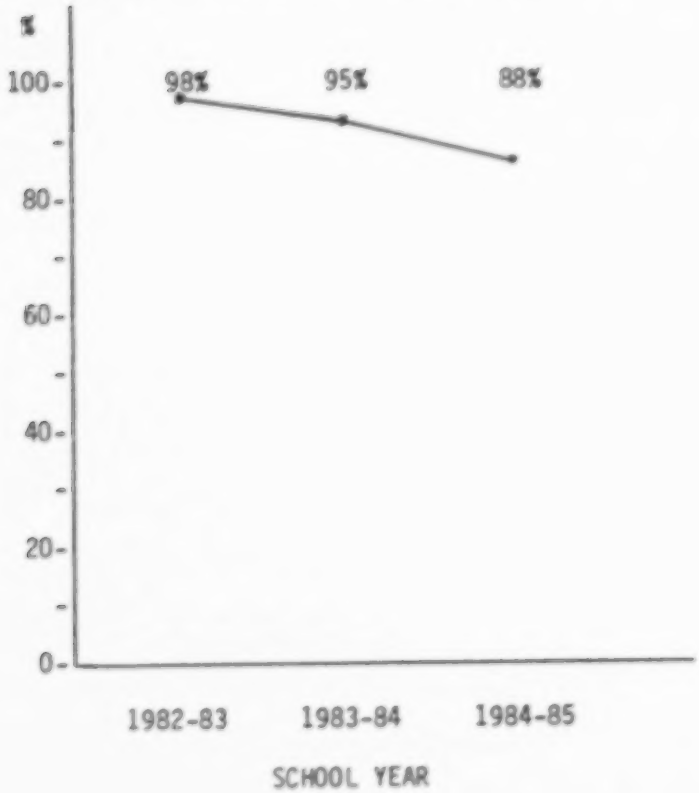
*Calculated only on the 251 students enrolled in school at the time of the study.

CONCLUSION

To date, the data suggest nothing remarkably different about the educational placement status of students displaced by the closure of Intermountain Intertribal School. At the time of this study, 88.37% of the 284 students who were displaced were known to be enrolled in either off reservation boarding schools or public schools. This compares reasonably well with what has been observed to be the case over the previous two years for students returning to IIS, as shown in Table 3.

TABLE 3

A COMPARISON OF RETURN-TO-SCHOOL RATES OF IIS STUDENTS OVER THE PAST 3 YEARS



It was gratifying to observe that the data depict a generally positive circumstance relative to school enrollment. It is the authors' opinions that this is due in large measure by the quality of the school termination services of IIS which were designed to encourage students to continue their high school education.

Comparative data along these and other factors of risk will be reported subsequent to follow-up study #2 which is scheduled for May of 1985.

ATTACHMENT 1.

Tribe/Group									
Agua Caliente	1	1	0	0	0	0	0	0	1
Alabama	1	0	0	0	0	1	0	0	0
Apache (Jicarilla)	10	7	2	0	1	0	0	9	0
Apache (Mescalero)	1	1	0	0	0	0	0	0	1
Apache (Oklahoma)	2	1	1	0	0	0	0	2	0
Apache (San Carlos)	9	6	3	0	0	0	0	8	0
Cahuilla	2	2	0	0	0	0	0	0	2
Colorado River	1	1	0	0	0	0	0	1	0
Crow	3	1	2	0	0	0	0	2	1
Flathead	2	1	0	0	1	0	0	0	1
Fort Belknap	7	4	3	0	0	0	1	5	2
Fort Berthold	6	5	1	0	0	0	0	1	5
Fort Hall	4	3	0	0	1	0	0	0	3
Fort Yuma	1	1	0	0	0	0	0	1	0
Grand Ronde	6	2	2	0	1	0	0	4	1
Hopi	7	6	0	0	0	1	0	1	6
Hoopa	3	2	1	0	0	0	0	2	1
Laguna	3	1	2	0	0	0	0	2	0
Menominee	12	10	2	0	0	0	1	6	6
Miccosukee	1	0	1	0	0	0	0	1	0
Minnesota	2	1	1	0	0	0	0	1	1
Navajo (Eastern)	3	1	2	0	0	0	0	2	1
Navajo (Northern)	4	2	0	0	0	2	0	0	2
Navajo (Southern)	4	2	0	0	2	0	1	0	2
Navajo (Western)	9	4	3	0	0	0	0	3	4
Navajo (Window Rock)	6	3	1	1	1	0	0	2	2
Oklahoma Potawatomi	2	2	0	0	0	0	0	1	1
Oneida	1	0	0	0	1	0	0	3	0
Pawnee (Oklahoma City)	2	1	0	0	1	0	1	0	0
Pawnee	52	40	6	0	2	6	1	36	9
Pima (Gila River)	29	18	9	1	1	0	3	25	0
Pima (Salt River)	20	19	0	0	3	0	1	19	0
Puget Sound	1	1	0	0	0	0	0	0	1
Sac & Fox	3	2	0	0	1	0	0	1	1
Seminole	5	5	0	0	0	0	0	4	1
Sioux (Lower Brule)	3	3	0	0	0	0	0	1	2
Sioux (Pine Ridge)	1	1	0	0	0	0	0	0	1
Sioux (Rosebud)	19	14	1	0	2	0	0	3	12
Sioux (Standing Rock)	3	3	0	0	0	0	0	0	3
Sioux (Yankton)	1	0	1	0	0	0	0	0	0
Truxton Canyon	4	4	0	0	0	0	0	4	0
Ute	11	7	2	0	1	1	2	2	7
Ute Mountain Ute	10	7	3	0	0	0	1	2	8
Wash Shoshone	3	2	0	0	0	1	0	1	1
Wichita	2	0	2	0	0	0	2	0	0
Wind River	1	1	0	0	0	0	0	0	1
Winnebago	6	3	2	0	0	0	0	3	2
Yakima	3	3	0	0	0	0	0	2	1
Totals	284	201	50	3	19	11	14	155	93
Percent	–	70.77	19.60	1.06	6.69	3.87	–	–	–